



COURSE OUTLINE

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| Course Number CHI101 | Course Title Beginning Chinese I | Credits 3 |
| Hours: 3 Lecture | Co- or Pre-requisite: | Implementation Semester & Year Fall 2022 |

Catalog description: Spoken communication in Mandarin Chinese is the goal and means of instruction. Initial weeks will be dedicated to studying the sound and writing system. Reading and writing are assigned out of class to facilitate effective listening and speaking practice in class. Basic grammar skills and culture are also introduced.

General Education
Category:
Goal 6: Humanities

Course coordinator: Daniel D'Arpa, (609) 570-3318,
darpad@mccc.edu

Required texts & Other materials:

- *Integrated Chinese Level One, Part 1, Textbook (Simplified Character Edition)*. by Tao-chung Yao, Yea-fen Chen, Nyan-Ping Bi, Xiaojun Wang, Yaohua Shi, Yuehua Liu, Liangyan Ge. Cheng & Tsui Company
- *Integrated Chinese Level One, Part 1, Workbook (Simplified Character Edition)*
- *Integrated Chinese Level One, Part 1, Character Workbook (Simplified Character Edition)*
- *Extemporeapp.com*

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. Demonstrate reading comprehension of written Chinese on basic level. (ILG 6, 10; PLO 1)
2. Demonstrate the ability to move a spoken conversation forward, with basic listening comprehension and speaking skills. (ILG 6, 10; PLO 1)
3. Write Chinese on a basic level. (ILG 6, 10)
4. Identify basic grammatical elements of Mandarin Chinese sentence structure. (ILG 4, 6, 10)
5. Demonstrate knowledge of the daily lives of the Chinese-speaking peoples of the world; and current and past contributions made by Chinese-speaking peoples to world literature, art, music, science, and commerce. (ILG 8, 10)

Course-specific Institutional Learning Goals (ILG):

Goal 4. Technology: Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities: Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work

Program Learning Outcomes for Liberal Arts (PLO)

1. Speak, write, read, and comprehend a world language commensurate with the level of study

Units of study in detail – Unit Student Learning Outcomes:

Preliminary units: Studies of Alphabet and Writing System [SLO 1-5]

Recognize, list and pronounce elements of the Chinese writing system and its Romanized alphabet.

Unit 1: Meeting People [SLO 1-5]

Students will demonstrate in Mandarin Chinese how to:

1. Greet people in Mandarin Chinese at different times of the day and say goodbyes.
2. Introduce themselves and others.
3. Talk about the time of day.
4. Recognize, list and pronounce the Mandarin Chinese characters, basic nouns, numbers 1-30, subject pronouns, and employ the commonly used lexicon and grammar for the thematic context
5. Identify social behaviors of a Chinese community.
6. Compare and contrast constructions in the action of greetings and goodbyes in North American and Chinese-speaking cultures.

Unit 2: University Life [SLO 1-5]

Students will demonstrate in Mandarin Chinese how to:

1. Discuss their college classes, physical spaces, and campus building locations.
2. Discuss everyday activities related to their academic and daily schedules, and/or extracurricular activities.
3. Ask questions in Mandarin Chinese.
4. Describe the location of people and things.
5. Recognize, list and pronounce the Mandarin Chinese characters and numbers 31 and higher, form questions, and employ the commonly used lexicon and grammar for the thematic context
6. Identify features of higher learning in Chinese-speaking countries.
7. Compare and contrast differences in the customs of higher education between the U.S. and Chinese-speaking countries.

Unit 3: Family [SLO 1-5]

Students will demonstrate in Chinese how to:

1. Describe people and things
2. Express ownership and possession of things

3. Discuss activities at home and at school
4. Recognize, list and pronounce the Mandarin Chinese characters, form and answer questions, and employ the commonly used lexicon and grammar for the thematic context
5. Identify facts about the origins of modern Chinese-speaking societies.
6. Identify cultural constructions in the institution of family and in surnames of Chinese-speaking cultures and compare and contrast these constructions with those of North Americans.

Unit 4: Leisure [SLO 1-5]

Students will demonstrate in Chinese how to:

1. Discuss pastimes, leisure activities, and sports
2. Discuss plans for the future including proposals and invitations
3. Recognize, list and pronounce the Mandarin Chinese characters, form and answer questions, and employ the commonly used lexicon and grammar for the thematic context
4. Discuss popular games and sports in Chinese-speaking communities
5. Compare and contrast cultural differences in pastimes between those practiced in Chinese-speaking communities and other cultures.

Unit 5: Tourism [SLO 1-5]

Students will demonstrate in Chinese how to:

1. Discuss vacation plans, describe a hotel, the seasons and weather
2. Discuss physical and emotional states
3. Recognize, list and pronounce the Mandarin Chinese characters, form and answer questions, and employ the commonly used lexicon and grammar for the thematic context
4. Discuss tourism and travel in Chinese-speaking destinations
5. Compare and contrast vacations and tourist destinations where Chinese is spoken with other destinations familiar to students.

Evaluation of student learning:

Homework(flipped class design): reading/written practice activities/ recorded voice activities (20% of final grade)

Required work in preparation for each class includes the reading and practice of vocabulary lists and grammar explanations. Activities that contextualize these points will be completed on a daily basis. These assignments can be done individually by students and are not necessarily communicative in nature.

Participation during class meetings in small and large group discussion; guided dialogue (20% of final grade)

In-class course work will be comprised of communicative activities which develop precisely those skills that the student cannot perform alone at home: that is, speaking with others in Chinese. The language of instruction and classroom business is in the target language.

Short spoken presentations (prerecorded or during class) (15% of final grade)

Spoken communication (speaking and listening) will be assessed by at least two oral presentations in the form of spontaneous dialogue.

Short essays (15% of final grade)

Assessment of writing skills will be evaluated by at least three in-class short essay writing.

Written unit tests (20% of final grade)

Students will complete a written test after each unit. These written assessments will measure skill levels in reading comprehension, writing, grammar constructions and listening comprehension.

Final exam or project (10%)